bibliofile

concordia libraries' newsletter for faculty

fall 2006

What you told us

Users pleased with services, but collections and space are not meeting expectations

In February 2006, 3,200 students and faculty members were randomly selected to participate in an online library survey that was developed by the Association of Research Libraries (ARL). The survey is a tool to gauge user satisfaction, and inform the Libraries of user perceptions in the areas of service, collections and the library as place.

The response rate was approximately 15%, which is typical for participating ARL libraries. The highest number of responses came from undergraduate students, followed closely by faculty members and then graduate students.

The survey consisted of a total of 38 questions and a free-text comment box. The biggest section included 22 "core questions" in which users were asked to rate (on a scale of 1 to 9), their minimum service expectation, desired service expectation and perceived service expectation.

The 22 "core questions" were categorized into three areas to help us understand in which areas the Libraries are meeting user expecta-

tions and where improvements are needed:
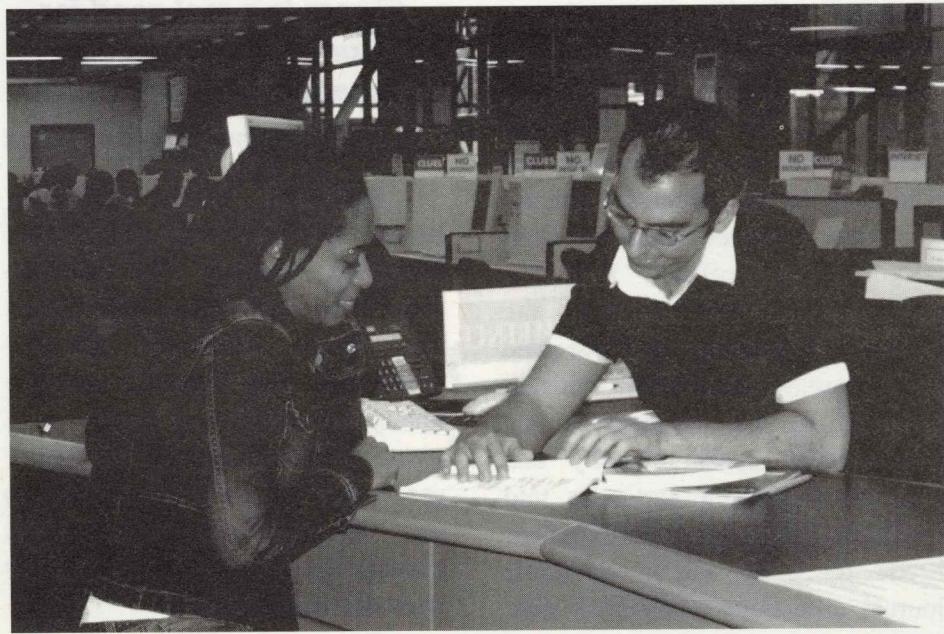
- **Affect of Service:** these questions dealt with service issues – employees who are courteous, willing to help, and dependable
- **Information Control:** these questions dealt with the issue of collections – print and electronic – and access to collections using tools such as Web sites as well as equipment in the library

- **Library as Place:** these questions dealt with the library as a place to work and study, both individually and in groups

Our strongest scores came from the <u>Affect of Service</u> set of questions, where we consistently scored above our users' minimum expectations. In addition, a large number of the comments received in

What you told us
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the survey related to service issues and the majority were positive.

> *"Have always encountered a welcoming and friendly face, more than willing to help me with any problems I've had."*
> **Graduate student**

Responses to the Information Control questions indicate that the Libraries' collections and access to them are extremely important to respondents. In fact, all three user groups gave the highest "desired" score (indicating how important this is to them) to the statement "Making electronic resources accessible from my home or office". However, results also showed that the Libraries' collections are inadequate for our researchers, and our scores in this area are low compared to the overall ARL mean. Faculty and graduate students, in particular, told us that the library is not meeting their needs for print and/or electronic journal collections required for their work.

> *"More access to journals/papers on-line would be a big improvement, especially concerning back issues of key journals in my field."*
> **Faculty member**

Some of the lowest survey scores were seen in the Library as Place section, where we are not meeting user expectations in many areas, especially in providing quiet spaces to study. The quantitative findings were echoed in respondents' comments, many of which focused on the high noise level, particularly at Webster Library. Thus, although the results indicate that users want access to more electronic resources they can use anytime, anywhere, provision of physical library space for study is also an important issue, particularly for undergraduates.

> *"There is a real need for more individual, quiet locations or booths…"*
> **Undergraduate student**

Responses to the remaining survey questions revealed further interesting findings. For example, users value convenient service hours and timely document delivery/ interlibrary loan services, and the library scored relatively well in these areas. Questions relating to library use reveal that 66% of respondents use library resources accessed through the library Web site either daily or weekly.

Overall, we were delighted to learn that the service provided by our staff is regarded positively by all three user groups. It was not a surprise to learn that our users want increased collections and more study space (indeed, the Library Space Plan, released in 2004, reflects a need for more library space). In addition, these survey results help further inform us as to specific areas that need improvement as well as further investigation. They will also help us to prioritize planning activities.

Another LibQUAL+ survey will be conducted in the winter of 2007 in collaboration with many other Canadian university libraries. This will allow us to easily compare our results with those of other Canadian institutions.

For more information about the LibQUAL+ survey and the 2006 results, go to: http://library.concordia.ca/about/libqual/ 📖

Joanna Duy
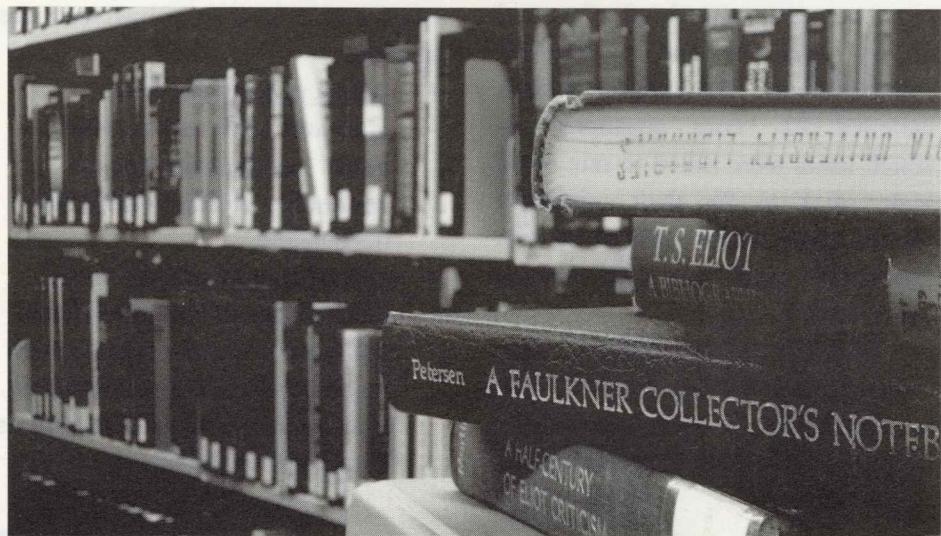
COLOMBO revolutionizes interlibrary loans

On May 24, the Libraries launched COLOMBO, a new province-wide online interlibrary loans (ILL) system spearheaded by the Conference of Rectors and Principals of Quebec Universities (CREPUQ). COLOMBO allows Concordia students, faculty members and employees to search multiple library catalogues, and request books, articles and other material not owned by the Libraries.

COLOMBO is being phased in gradually throughout Quebec and it is expected that most university libraries will have implemented it by the end of the academic year 2006-2007. At the moment, COLOMBO is available at seven Quebec universities: Concordia University, École Polytechnique, HEC, McGill University, Université Laval, Université de Montréal and Université de Sherbrooke.

COLOMBO allows you to submit ILL requests immediately upon signing in, using the barcode number from your Concordia ID card and your Library PIN. You can search multiple catalogues, create ILL requests with a simple click of a mouse and then track the status of your requests online.

To start using COLOMBO go to http://www.library.concordia.ca/services/ill/

If you have questions about COLOMBO, e-mail colombo@alcor.concordia.ca 📧

Jean-Marc Edwards

Screenshot of the new province-wide interlibrary loans system, COLOMBO. This screen displays search results obtained by searching more than 15 library catalogues throughout Quebec. From this list, it is possible to automatically submit a request by clicking on the "Get it!" link next to a relevant result. COLOMBO also enables you to keep track of your requests.

New librarians join Concordia
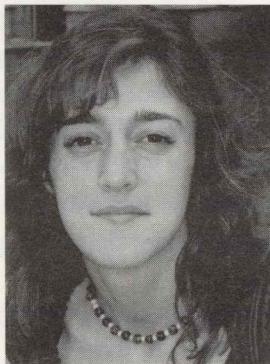
Ms. Danielle Dennie is the new Reference & Subject Librarian, Chemistry & Biochemistry and Physics, effective August 1, 2006. Ms. Dennie received her B.Sc. in Biochimie from Université Laurentienne, her M.Sc. in Microbiologie appliquée from Institut Armand-Frappier and was awarded her MLIS from McGill University. She has recently worked at Université du Québec à Montréal as a Science Librarian and as Special Projects Librarian responsible for developing an information literacy curriculum to be integrated into the biology programme at the University. Ms. Dennie has published in her scientific field of study and in librarianship.

Contact info: VL 127-3; tel. 848-2424, ext. 5237; e-mail ddennie@alcor.concordia.ca

Ms. Audrey Laplante joined the Libraries on August 1, 2006 as the new Reference & Subject Librarian, Performing Arts (Music, Theatre, Dance). She received her B.A. (Music, Performance) from the Université de Montréal, her MIS from the Université de Montréal and is currently completing her Ph.D in Library and Information Studies at McGill University. She has worked at the Université de Montréal as Project Director (development of a digital library), as Music librarian at the Bibliothèque de musique and most recently as the Librarian responsible for translating, adapting and importing the Standardized Assessment of Information Literacy Skills (SAILS) into WebCT. Ms. Laplante also has numerous publications to her credit.

Contact info: VL 101-3; tel. 848-2424, ext. 7723; e-mail alaplant@alcor.concordia.ca

Changes in subject responsibilities

- **Ms. Annie Murray** has taken up subject responsibility for **Classics, Modern Languages and Linguistics** (VL 101-7; tel. (514) 848-2424, ext. 7597; e-mail andremur@alcor.concordia.ca)

- **Mr. Jared Wiercinski** has assumed subject responsibility for **Applied Human Sciences** and for **Pyschology** (until June 2007) (VL 127-1; tel. (514) 848-2424, ext. 7760; e-mail jwiercin@alcor.concordia.ca)

Free photocopy service for reserve articles

Do you want to put an article on reserve from a journal held in the library? The Libraries will photocopy the article for free and put it on reserve for your class. This service, which used to cost $4.00, is now free for all faculty members. Place your request using the form available at http://library.concordia.ca/services/reserves/resforms.html

Joanna Duy

Tutorial receives international recognition

The Libraries' self-paced, interactive tutorial – *info research 101: surviving your essay* – was recently added to the Association of College & Research Libraries' Peer-Reviewed Instructional Material Online (PRIMO) database and was featured as the Site of the Month in June 2006.

The tutorial was developed by the Libraries' Information Literacy Working Group and is designed to provide students with the necessary knowledge and skills to find useful information, to evaluate it critically and to use it wisely. It focuses on different stages of the research process including defining a topic, choosing the proper sources, using search tools, working with results, as well as writing and citing. Helpful examples, practical tips and interactive activities complement the information presented.

The tutorial is accessible at http://library.concordia.ca/help/tutorial/. Encourage your students to use *info research 101* by providing a link on your course Web site or syllabus. ◨

Patrick Labelle

info research 101 was recently profiled as the June 2006 Site of the Month by the Association of College & Research Libraries.

Library instruction helps students strive and succeed

As the fall term begins, you may be in the process of putting the final touches on your course outline, updating links on your course Web site and preparing the final guidelines and requirements of a research assignment your students will need to complete.

Have you considered how your subject librarian can assist your students in finding, evaluating and using information effectively for the purposes of researching and writing that assignment?

Scheduling a hands-on library instruction session for your class can help your students improve their research skills, which many have not had a chance to develop before. It may also lead to higher quality and better-researched papers, as students are likely to spend more time analyzing and interpreting information rather than trying to find it.

Your subject librarian is familiar with both the collections and search tools that can facilitate research in a particular discipline. He or she will welcome any opportunity to meet with your students to introduce them to basic and/or advanced strategies tailored to address assignment-specific outcomes and needs.

Contact your subject librarian to discuss instructional strategies that can benefit you and your students. A full list of subject librarians is available at http://library.concordia.ca/research/subjects/ 📚

Patrick Labelle

Top 3 topics covered in library instruction sessions

1. **Finding articles from academic journals**

   Many students often feel overwhelmed when it comes to finding relevant articles from academic journals on their chosen topics. Successful article searching begins by choosing the right databases, understanding and utilizing their unique features, and properly applying search techniques and strategies. By addressing this topic, students are empowered to go beyond Google in finding scholarly research upon which to support their arguments and ideas.

2. **Finding books**

   Books remain a key source of information, which can provide both background and in-depth information on a broad range of subjects. CLUES, the library catalogue, is highlighted as the point of entry in exploring the Libraries' collections. Basic and advanced features are showcased enabling students to, among other things, improve the quality of search results obtained.

3. **Performing effective searches**

   Typing in a few keywords in any search tool will likely produce a list of results. However, searchers should understand how they can implement effectively designed search strategies that identify the key concepts of a topic, and utilize an array of search operators (such as AND, OR, * and " "), limit options (by date, publication type, etc.) and advanced features (thesauri, controlled vocabulary, field searching, etc.) in order to maximize the relevancy of the information they retrieve.

Additional topics that can be included in sessions

- What about the Web? Using Google and Google Scholar
- Effectively defining a topic
- Understanding the differences between popular and scholarly material
- Citing sources and avoiding plagiarism
- Preparing bibliographies with *RefWorks*
- Finding background information using subject encyclopedias and dictionaries
- Critically evaluating search results
- Finding statistical information … and more…

Value of library instruction, sample feedback from…

… a graduate student attending a general library workshop

" Libraries and librarians used to be the main places and people we went to for information. In the information age, people go to many Internet sources. However, it is difficult, on a human level, to learn to use this huge source of information. I think it is more and more the role of the library to educate people on how to search for information […]. No one else in society is willing to take on this important challenge."

… an undergraduate student attending a subject-specific library workshop

" I didn't really know how to use the databases on the Library Web site, and I wasn't even aware that Concordia had so many online subscriptions to many different journals. Journal articles were crucial to the term paper (especially in the comparative aspects part), and without the knowledge I obtained in the workshop, I would have been lost in navigating the databases."

… Dr. Sylvia Ruby, Professor, Biology Department

" The specialized library session prepared in collaboration with my subject librarian was beneficial for my students in that it 'focused' the assignment allowing them to approach their research at a higher intellectual level. I also noticed that students' motivation to do research increased after the session and that the content of their papers was more advanced."

Orientation room gets new computers

Twenty-four new Dell Precision 380 workstations with 19" LCD flat panel monitors have been installed in Webster Library's hands-on orientation room, LB-203.

This room is heavily used throughout the academic year to provide students with hands-on learning experiences in effectively using library resources and search tools such as CLUES and article databases.

In 2005-2006, more than 200 instruction sessions were offered in LB-203, reaching nearly 6,500 students through both general workshops and subject-specific sessions organized in collaboration with faculty members.

Patrick Labelle
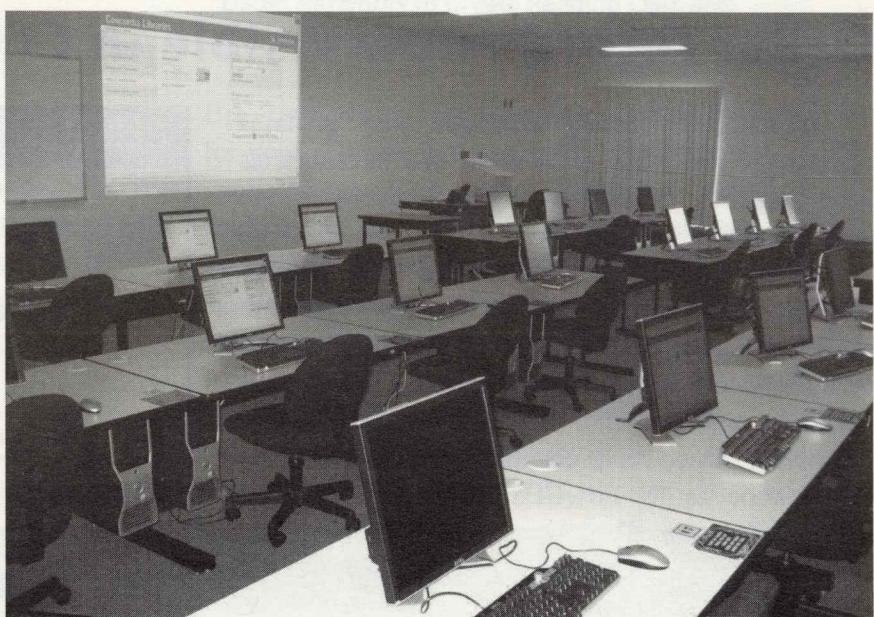
Request items from CLUES anytime, anywhere

Are you frustrated when searching CLUES from your office or from home, finding a book of interest that is available and being unable to request it? Well, now you can!

Previously, requests for items that were in the library had to be made from the opposite campus library. Now, you can request them from anywhere outside the library, at any time. Just use the "Request" button that appears in the CLUES record, enter your name, barcode and library PIN, and be sure to select the library "Pickup Location" from the pull-down menu to ensure that the material will be sent to your desired campus via Inter-Campus Delivery.

When the material is ready, you will receive a Hold Pickup Notice from the library via e-mail. Once the notice is sent, the material is held for three days. If you cannot pick up the item within three days, call the Circulation Desk at either library (ext. 7770 [Vanier] or ext. 7706 [Webster]) to have the hold extended.

The time taken to fill your request will depend on whether the item you requested is in the library or not, and whether there are any other holds placed on the material. But in general, for items that are on the shelf at the opposite campus, you should receive your pickup notice within two working days of submitting your request.

To place a hold on an item in CLUES, simply use the "Request" button

You can also now request material that the library has recently purchased, but which has not yet been processed or shelved. When you find a title of interest in CLUES, and the status indicates "IN PROCESS", use the "Request" button to place a hold on the item. The library treats IN PROCESS materials with requests as priority items and attempts to have the material ready for use within four business days. A notice will be e-mailed to you when the material is ready.

If you have any questions about these new services, or questions about how to create a PIN or submit your e-mail address, please contact the Reference Desk at either library (ext. 7700 [Webster] or ext. 7766 [Vanier]), or go to http://library.concordia.ca/help/questions/. ☙

Joanna Duy
Mia Massicotte

Order records now visible in CLUES

CLUES, the library catalogue, now contains records for books and other items that the Libraries have ordered. Previously, these records were suppressed from public view.

Order records in CLUES will look slightly different from normal CLUES records. They are much briefer and are best found by searching the title or by keyword rather than by author. These items cannot be requested until they have been received by the library. Once received, the record will indicate the location as IN PROCESS, and the "Request" button will appear. ☙

Joanna Duy
Jocelyn Godolphin

CLUES Library Catalogue · Concordia UNIVERSITY

LIBRARY HOME · MY LIBRARY RECORD · ASK US · CLUES QUICK LINKS »

New Search · Save · MARC Display · Return to List · Modify Search · (Search History)

KEYWORD · women and communication · Search

153 results found. Sorted by Date

◄Previous item Next item►

Title Women in mass communication / edited by Pamela J. Creedon, Judith Cramer.

1 copy being processed for Vanier 3rd Floor.

Edition 3rd ed
Publisher Thousand Oaks, Calif. : Sage Publications, 2007
ISBN 1-4129-3695-0

Screenshot of an order record in CLUES.
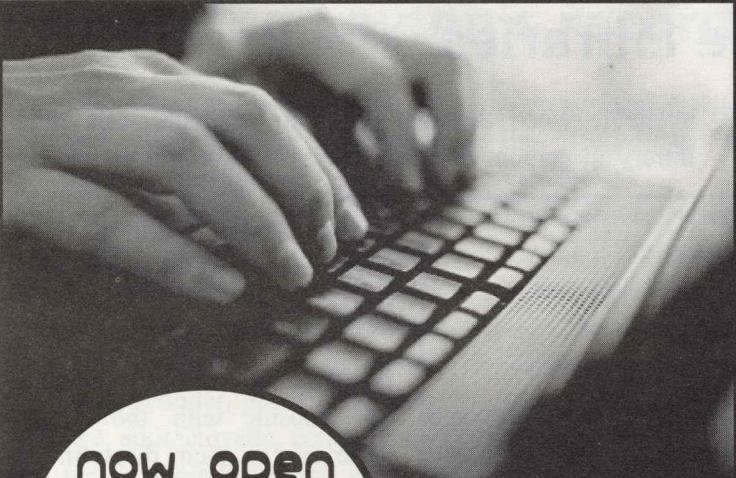
Workshops offered through CTLS

The Libraries are again collaborating with the Centre for Teaching & Learning Services (CTLS) and offering professional development workshops open to all faculty members.

Designing Effective Research Assignments	**Using *RefWorks* to Create Reading Lists and Encourage Academic Integrity**
This workshop will cover common problems that students encounter during the research process and will propose practical techniques for designing assignments that encourage students to actively seek and retrieve information, to assess this information critically and apply it in thought-provoking and challenging ways.	Use *RefWorks* to create dynamic reading lists for your students that can easily be linked to your course Web sites. Encourage your students to use *RefWorks* when writing an assignment to foster an appreciation for the scholarly research process and to reduce instances of plagiarism.
Friday, October 20, 2006 10 a.m. to 12 p.m. Webster Library, room LB-211	Wednesday, January 24, 2007 10 a.m. to 12 p.m. Webster Library, room LB-211

Register today at http://teaching.concordia.ca/workshop/

Distance education and the Libraries

The development of online courses at Concordia allows anyone from anywhere to enroll and complete courses without ever setting foot in a Concordia building. To complete assignments, however, often requires that these students make use of Concordia Libraries' resources.

To identify the services the Libraries need to provide for distance education students, the *Guidelines for Distance Learning Library Services* produced by the Association of College & Research Libraries (ACRL) were consulted. Of these services, many are already provided by the Libraries, as outlined in the table below.

The Libraries' books and print journals are only available when distance education students visit either library in person. Students taking a for-credit course can place a document delivery request through interlibrary loan, but the item must be picked up at either library.
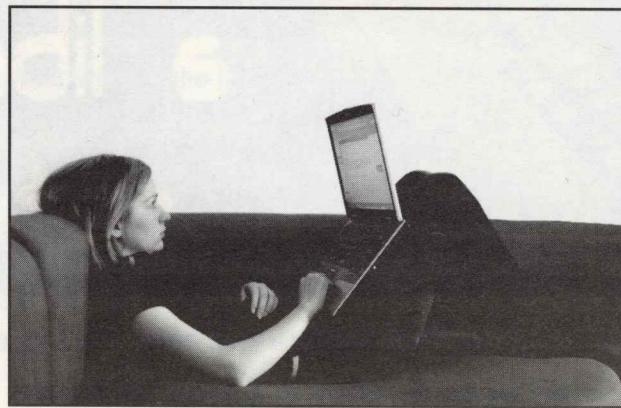
When designing course assignments, faculty members can consult with the subject librarian for their discipline to ensure that the Libraries have adequate resources to support the needs of distance education students. This is particularly important when the course includes both credit and non-credit students. A list of subject librarians can be found at http://library.concordia.ca/research/subjects/ ☙

Judy Appleby

| ACRL Services Guidelines	How Concordia Libraries meet stated guidelines
Reference assistance	The Libraries provide e-mail reference assistance with a maximum 48-hour turnaround time. Telephone reference service is available during Reference service hours 7 days a week. Chat reference service is available Monday to Thursday from 11 a.m. to 7 p.m., Friday to Sunday from 1 p.m. to 5 p.m.
Computer-based bibliographic and informational services	The Libraries provide remote access to many bibliographic and full text databases in most disciplines to students who are taking courses for academic credit. The Libraries also subscribe to a growing number of e-journals, including back runs of core journals in Humanities, Social Sciences and Business through *JSTOR*. A few general Reference tools, such as *Britannica Online* and *Oxford English Dictionary*, are available through links in CLUES, the library catalogue, as are our growing collection of e-books. However, students enrolled in a non-credit distance learning course cannot access these online resources from off-campus.
Consultation services	Consultation with a reference and subject librarian is available in-person by appointment, by telephone and by e-mail. Consultation via chat reference may also be arranged by appointment.
Library instruction	The Libraries have developed a basic online interactive tutorial – *info research 101: surviving your essay* – that can assist distance learners in improving their search skills through a series of online activities and modules.
Access to reserve materials in accordance with copyright fair use policies	Articles from online sources and course material provided by faculty members may be available through our electronic reserves service.
Adequate service hours for optimum access	Electronic reserve material and online resources are available 24 hours per day. Reference questions can be sent by e-mail at any time, but answers will not be immediate. Chat reference is available throughout the week during various times.

Preserving Layton's recordings

The long-term preservation of recorded sound presents a challenge to cultural institutions such as libraries, museums and archives. Since the invention of recorded sound, innovations in playback technology have meant that sound is stored on a variety of media, among them wax cylinder, phonograph disc, reel tape, audiocassette, compact disc and newer digital formats such as MP3 or WAV files. Thus, recorded sound has proliferated in a variety of mechanical or digital forms, each new development requiring its own kind of care, storage and specific playback equipment.

Among the many items in the Irving Layton Collection at Special Collections in the Vanier Library are approximately 250 sound recordings. These recordings, stored primarily on

The Libraries have initiated a digitization preservation project to ensure that the aging and vulnerable recordings in the Layton Collection are protected

reel tape and audiocassette, provide an essential companion to the textual formats in the Collection, such as correspondence and manuscripts. A dynamic and opinionated poet, Layton's was also an active voice in social and political issues. Through his recorded poetry readings, lectures and interviews, researchers are granted an additional venue in which to explore Layton's work and ideas. Given Layton's interest in promoting the role of the poet in society and his own performative nature, the recordings are a valuable and irreplaceable record of Layton's presence in poetics and culture.

The Libraries have initiated a digitization preservation project to ensure that the aging and vulnerable recordings in the Irving Layton Collection are protected from further potential damage caused by handling and use. Archival quality digital sound files will be made from the original analog recordings using the WAV format, which is preferred by the archival community, as opposed to an MP3 file format which would compress and, therefore, affect playback quality. Once the transfer has taken place, the original recordings will no longer need to be handled or risk being damaged by increasingly obsolete playback equipment.

Notable audio digitization projects are established and well underway in cultural institutions such as the Smithsonian Institute and the Library of Congress, not to mention countless other museums, archives, and academic libraries throughout the world. In Canada, work done by the Audio-Visual Preservation Trust of Canada (http://www.avtrust.ca), and AlouetteCanada Open Digitization Initiative
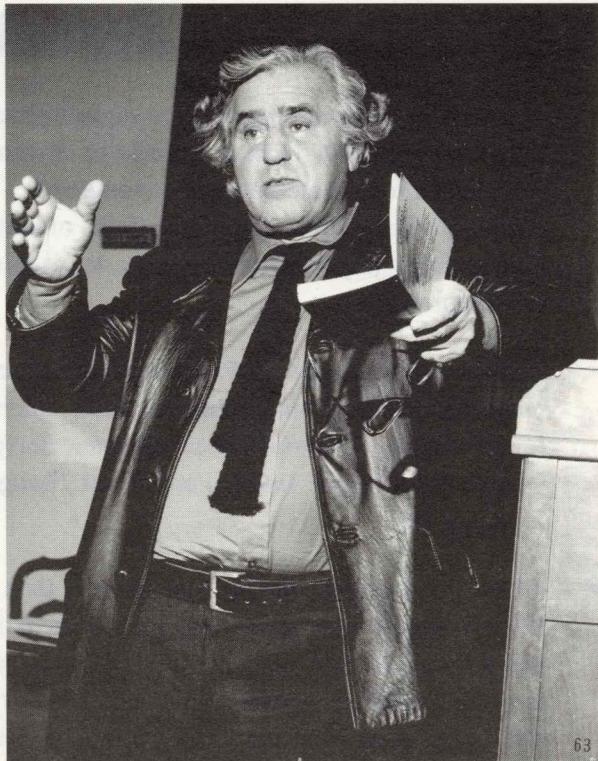
Irving Layton speaking in Milan, Italy, in 1975.

(http://www.alouettecanada.ca/), for example, call attention to the need to preserve Canada's audio-visual heritage. Using established best practices for sound preservation, the Libraries will join the growing number of efforts to preserve recordings of cultural and historical significance. The life of Irving Layton's ideas and works captured on sound media will be prolonged and available to future poetry enthusiasts and researchers, something which would have undoubtedly pleased Layton, a most publicly engaged figure in Canadian literary culture.

Annie Murray

New databases available

- **Abstracts in Anthropology** covers approximately 130 anthropological journals from 1970 onward and provides thorough international coverage of anthropological scholarship in the fields of cultural anthropology, physical anthropology, archaeology and linguistics.

- Various **Alexander Street Press** collections are now available including, among others, *North American Theatre Online*, *Classical Music Library*, *Early Encounters in North America* and *Black Thought and Culture*.

- **ARTstor** is a searchable database of more than 300,000 digital images covering many time periods and cultures. It documents the fields of architecture, painting, sculpture, photography, decorative arts, and design, as well as many other forms of visual culture.

- **Columbia International Affairs Online** is the most comprehensive source for theory and research in international affairs. It publishes a wide range of scholarship from 1991 onward that includes working papers from university research institutes, occasional papers series from NGOs, foundation-funded research projects, proceedings from conferences, books, journals and policy briefs.

- **ETHX on the web** is a bibliographic database with citations to journal articles, book chapters, bills, laws, court decisions, reports, books, audio-visuals and news articles relating to bioethics and professional ethics.

- Discover the wealth of country information available in **Europa World Plus**. Historical, economic and statistical information on more than 250 countries is available. Also included is information on international organizations as well as thematic essays.

- **Old Testament Abstracts** features indexing and abstracts for journal articles (more than 450 journals are indexed), monographs, multi-author works and software related to Old Testament studies. Topics include antiquities, archaeology, biblical theology and philology.

- The **Oxford Dictionary of National Biography** provides over 50,000 specially written signed biographies of the men and women who shaped all aspects of the British past, from the earliest times to the end of the year 2001.

Access these and other databases at http://library.concordia.ca/research/databases/ ⬙